



University of Colorado **Boulder**

2025 Program Review

Department of Art and Art History

Academic Review and Planning
Advisory Committee Report

Approved

Signed by:
Ann Stevens
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1/9/2026

Provost and Executive Vice Chancellor for Academic Affairs | Date

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Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of Art and Art History (AAH) was conducted in accordance with the 2025 program review guidelines. The degree program report and goal setting exercise were prepared and submitted by the unit. An external review committee (ERC), consisting of two experts from outside of the University of Colorado Boulder, engaged in a virtual visit and submitted a report based upon review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. ARPAC staff, employing web conferencing tools, facilitated the external review as a remote visit over April 24 and 25, 2025. The ARPAC unit liaisons submitted a summary of findings derived from the goal setting exercise. ARPAC reviewed and considered these materials, met with the chair, and wrote this report.

Past Reviews

The Department of Art and Art History was previously reviewed by ARPAC in 2016. In that cycle, the external reviewers praised the unit for addressing some climate issues noted in the 2009 review cycle and for undertaking a strategic planning process that resulted in revisions to the curriculum. The 2016 external reviewers supported the unit's hiring priorities (e.g., a studio practice position in printmaking) but suggested that the unit work on its funding and recognition of staff, that it had room for improvement when it came to the advising of graduate and undergraduate students, and that more could be done to encourage collegiality within the unit and to advocate for the arts on campus and in the community.

The unit has a strong reputation and has made progress on several dimensions since its last review cycle. The 2025 external reviewer report noted that “[t]he Art and Art History department at the University of Colorado, Boulder (CU) is respected as the premier arts program regionally and carries a high reputation nationally...The department as a whole has been ranked 25th nationally and ranks 4th in the state. This is an exceptional department with many strengths that have been developed through the stewardship and strategic hiring practices of its faculty over the last two decades.” The same report also mentions faculty discussing real and meaningful improvements in mentorship and morale in the unit during visits with the external reviewers. That said, the external reviewers did discuss the potential for additional improvement when it comes to AAH investing in staff, creating spaces for building community, and facilitating communication.

Unit Analysis

The campus' standardized description of the Department of Art and Art History is available on the website of the Office of Data & Analytics (D&A) at <https://www.colorado.edu/oda/institutional-research/institutional-level-data/information-department/academic-review-and-planning>. D&A updates the profile annually in the fall semester. This report cites data posted in October 2024, reflecting the state of AAH as of the academic year (AY) 2023-2024; this report also cites data from the November 2024 degree program report.

Teaching and Learning Excellence and Assessment

AAH offers degrees in Art History and Art Practices. It offers a Bachelor of Arts (BA) and a Master of Arts (MA) in Art History (with an option of a Master of Business Administration (MBA)/Art History

dual degree). In Art Practices, the unit offers a BA, a Bachelor of Fine Arts (BFA), and a Master of Fine Arts (MFA) (with an option of an MBA/Art Practices dual degree). The unit also offers a Doctor of Philosophy (PhD) in Arts of the Americas, and undergraduate minors in Art History and Art Practices.

Across undergraduate and graduate offerings, the unit emphasizes the development and mastery of oral, written, and visual communication skills as well as critical thinking skills. The undergraduate Art Practices major had 251 majors at the time of the fall 2024 census. The undergraduate Art History major is smaller (56 students at the time of the fall 2024 census), but produced roughly 13,000 student credit hours (SCH) during that academic year, nearly two-thirds of which were taken by non-majors; the ERC notes that this service to the university has helped the unit bolster enrollments overall. The minor in Art Practices has been successful in recruiting majors to the unit.

The MA, MFA and PhD programs prepare students for jobs in academe, industry, and the non-profit sector. The MFA in Art Practices is a highly ranked, well-known program. The PhD in Arts of the Americas is a relatively new offering (the unit granted its first PhD in 2024) but is “unique and specific to our region.” Enrollments in some classes have been low, but the unit plans to create cross-disciplinary course offerings.

The degree program report document reports enrollments across the programs within the unit; this includes information on the number of majors/minors (by year), and the number of degrees awarded (by year). As part of campus-wide program learning outcomes assessment, the department has also completed a Three-Year Student Learning Assessment (planning 2021-2022; reporting AYs 2022-2023, 2023-2024, 2024-2025), using various audit exercises to gauge the extent to which it is achieving learning goals in its undergraduate courses.

Research, Scholarly, and/or Creative Work Excellence

The unit has a strong national reputation across numerous areas of specialization within the fields of Art and Art History. AAH's ceramics program is especially well-regarded, having been ranked #5 in the country by U.S. News and World Report (2017). The ERC describe the accomplishments of the units comprehensively, as follows:

The department boasts many accomplished and renowned faculty. Current faculty profiles exhibit a high caliber of professional record, with prestigious awards that include a Mellon Sawyer Seminar, fellowships from the National Endowment for the Arts, the Guggenheim Foundation, American Association of University Women, Fulbright Foundation, Andrew W. Mellon Foundation, the College Art Association, Harpo Foundation, MacDowell Colony, the Archie Bray Foundation, the International Ceramic Center in Denmark, Center for Advanced Study in the Visual Arts at the National Gallery of Art in Washington, DC, National Endowment for the Humanities, A. G. Leventis Foundation, Social Sciences and Humanities Research Council, the Jerome Foundation, Smithsonian's National Museum of Asian Art, Nieman Foundation for Journalism, New York Film Festival, the Wexner Center for the Arts, the Exploratorium of San Francisco, Haus der Kulturen der Welt Berlin, and others.

In addition, studio faculty have shown in top tier exhibition spaces such as the Whitney Biennial, the Walker Art Center, the Denver Art Museum, the Institute of Contemporary Arts in London, the Biennale de Montréal, the American Museum of the Moving Image, Mass MOCA [Massachusetts Museum of Contemporary Art], the American Craft Museum (now MAD), the Museum of Fine Arts in Houston, the Crystal Bridges Museum of American Art,

International Venice Architecture Biennale, Australian Biennial, Biennial of the Americas, the Contemporary Museum in Baltimore, the Irish Museum of Modern Art in Dublin, the Museum of Modern Art New York, Anthology Film Archives, the ZKM Center for Art and Media, Art Gallery of Ontario in Toronto, Art Mur in Montreal, the Nasher Museum of Art at Duke University, the Museum of Contemporary Native Arts, the Heard Museum, the Smithsonian's National Museum of the American Indian, the Zimmerli Art Museum, Corcoran Gallery of Art in Washington Dd [sic], Stedelijk Museum in Amsterdam, the Institute of Contemporary Art in London, Museo Nacional Centro de Arte Reina Sofia in Madrid, Centre Georges Pompidou in Paris, Museo Nacional de Bellas Artes in Santiago, Museum of Image and Sound in Sao Paulo, and Centro Nacional de las Artes in Mexico City, among many others. International representation in Taiwan, New Zealand, Portugal, Sweden, England, and Holland, the Philippines, Czech Republic, Germany, and other sites world-wide attest to the extraordinary impact, stellar quality, and global reach of the faculty.

The ERC also notes that the arrival of the Sundance Film Festival to Boulder presents an opportunity for the unit to shine a light on the achievements and activities of its faculty and students, and to develop stronger local and global ties.

Hiring and Mentoring (Faculty, Staff, Postdoctoral Fellows)

According to the October 2024 unit profile, faculty in AAH consisted of 20 tenured and tenure-track (TTT) faculty, 3 teaching-track faculty, and 7 lecturers. The ERC concurs with the assessment in the department's goal setting exercise that AAH needs to hire to offset retirements, especially on the Art History side of the department.

As of AY 2023-2024, average salaries at the associate and full ranks were somewhat below the Association of American Universities (AAU) averages. For full professors, the average is \$120,801 (92% of AAU average); associate professors average \$87,071 (90% of AAU average). The unit is nearly identical to the AAU average at the assistant level (\$81,316 at CU vs. an AAU average of \$81,507).

The ERC comments on the department not having a formal mentoring program for junior faculty. However, they also mention that junior faculty reported receiving "excellent guidance" when soliciting advice from more senior colleagues.

The October 2024 unit profile lists AAH as having 5 exempt staff members, 8 classified staff members, and 27 student hourly employees. The ERC praises the unit's staff: "[T]he staff is dedicated, invested and engaged. Support for the mission of the department is accomplished through this exceptional group of employees. Many staff have graduate degrees and professional training in their areas. Many are half time employees that do full-time work." That said, they also suggest that improvements could be made in communication and usage of staff: "With the amount of administrative overload within the department, we feel the staff have been underrecognized and underutilized." The ERC recommends that AAH work to clarify staff responsibilities and reclassify staff as needed; they also suggest that some staff might be able to help with tasks being performed by faculty (e.g., gathering data for assessments, advising, and social media/outreach). Further discussions of the AAH chair with ARPAC indicated that an additional challenge may involve opportunities for staff advancement: as is also the case in some other departments, the specialized nature of many staff members' work and expertise means that there are often limited opportunities for staff to receive promotions or otherwise advance within the department.

Student Success and Mentoring (Undergraduate and Graduate Students)

According to the D&A profile for AY 2023-2024, in that year AAH had 335 majors (an 8% decrease over the previous 5 years) and 235 minors (a 16% increase over the previous 5 years). At the time of the fall 2024 census, AAH had 326 majors (a slight decrease from the previous year, but a 19% increase from AY 2021-2022). In AY 2023-2024, AAH awarded 72 bachelor's degrees (a 13% increase over the previous 5 years). AAH thus runs counter to the general trend of enrollment declines among arts and humanities units at CU Boulder. According to the D&A profile for AY 2023-2024, AAH generated 9,950 undergraduate student credit hours (a 24% increase over the previous 5 years), 64% of which were taken by non-majors; 55% of these SCH were delivered by TTT faculty, 9% by teaching professors, 17% by graduate part-time instructors (GPTIs) and teaching assistants (TAs), and 20% by others.

Per the AAH website, the unit does offer an honors program, with 3 students participating in AY 2023-2024 (a 56% decrease over the previous 5 years). According to the D&A profile, in spring-summer 2021, 67% of graduating seniors indicated that they were satisfied or very satisfied with their major.

AAH has offered an undergraduate museum internship program, which provides students with opportunities at local institutions (the department's website lists the Denver Museum of Contemporary Art, the Denver Art Museum, the Clyfford Still Museum, and the CU Art Museum). This program has long played an important role in the department's student success efforts. However, the faculty member who facilitated this program retired in spring 2025, leaving the status of the internship up in the air: while there is interest in the department in continuing this program, it is unclear that there is a faculty member available to take on this time-intensive and uncompensated responsibility. The department's website also lists a more general Arts Internship Seminar, and AAH also offers the Art+ Rural Environment Field School, an off-campus summer program for students interested in art and the rural environment.

The department highlights the commitment of staff—especially lab technicians and Visual Resources Center staff—to student success. Additionally, the department recently participated in the Center for Teaching & Learning's year-long “Innovating Large Course Initiative,” with a focus on improving student success in large survey courses.

At the same time, the department has identified a number of goals relating to undergraduate student success as key priorities. These include formalizing methods for collecting feedback from undergraduates about their experiences (building on existing efforts with graduate students); building on the long-standing art history museum internship to create a new internship program for art practices and art history students (while also exploring other opportunities to connect students to local venues); developing mentoring opportunities for undergraduate students; developing structures to support student requests for professional development; encouraging students to create university-recognized clubs; encouraging students to apply for underutilized opportunities such as scholarships; and maintaining connections (and facilitating contact) with alumni. The department also notes that there is currently no coordinator for community building and similar activities for undergraduates, proposing possible solutions such as hiring a teaching professor who would take on this role or engaging Visual Resource staff to provide support. Finally, both the unit and the external reviewers emphasize the importance of enhancing communication with undergraduates, with the reviewers noting that “undergraduates lamented that they only learned

about the existence of the VAC [Visual Arts Complex] resources late in their matriculation and wished they knew about it earlier."

According to the D&A profile for AY 2023-2024, in that year AAH awarded 13 master's degrees, reflecting a 117% increase over the previous 5 years; however, this increase may represent a statistical anomaly, since 6 master's degrees were awarded in AY 2021-2022, which reflected no change over the previous 5 years. In 2024, however, AAH also awarded 13 master's degrees, as well as its first PhD in Arts of the Americas (described by the department as the "first PhD in Art History in the state" and "unique and specific to our region"). Master's and PhD students receive funded teaching appointments as well as monthly stipends; at the same time, the unit notes that it is able to offer only "limited funding opportunities available for students to work on more ambitious projects (beyond limited research and conference travel."

The department notes a number of ways in which it supports graduate student success. These include opportunities for engagement with department faculty and visiting artists and scholars; opportunities for professional development through an art history symposium, the Front Range graduate symposium, and writing workshops; graduate assistant (GA) and TA positions and (in some cases) positions teaching stand-alone courses; and a new onboarding process. The external reviewers also note that graduate students appreciate that "faculty adjust the focus of the courses in response to student feedback." Additionally, the department recently developed a Graduate Student/Faculty Advising Agreement, and the Art History Program has created a Graduate Handbook; the Art Practices Program is developing a handbook, as well. As with the undergraduate programs, the department also notes the commitment of lab technicians and Visual Resources Center staff to graduate student success. At the same time, as with its undergraduate offerings, the department has identified a number of goals relating to graduate student success as key priorities. These include developing more mentoring opportunities for graduate students, especially (but not exclusively) with respect to teaching; providing further professional development; and providing graduate students with a better understanding of professional opportunities by enhancing contact and engagement with alumni.

Inclusivity and Unit Culture

In February 2022, a collaborative group met and identified the following [five goals to advance diversity, equity and inclusion](#) at CU Boulder: (1) employee skills and development; (2) student achievement outcomes; (3) community building; (4) employee recruitment outcomes; and (5) preparing students to participate in a diverse democracy.

AAH has undertaken a number of activities in this area, including launching a mentorship program; offering a broad range of art historical expertise (including East Asian, Latin American, Global Contemporary, Black Art & Black Visual Cultures, and Latinx Art); and seeking to bring visiting scholars and artists from a wide array of backgrounds to campus.

AAH has also devoted increased attention to fostering a welcoming and supportive environment. According to the external reviewers, "faculty, staff and students all expressed feeling supported and desired deeper bonds and connections within the department and beyond. One outstanding feature of our conversations with members of the department, from faculty and students to the staff, was an emphasis on the department creating a supportive environment. A number of faculty remarked that this was a significant improvement and lauded the current department chair for supporting this transformation." According to the 2021 Campus Cultures Survey, 61% of AAH employees and students reported experiencing incivility behaviors; 31% reported either

experiencing discrimination as a result of an aspect of their protected class identity or identities within the previous 12 months or being uncertain about this; and 15% reported experiencing sexual harassment behaviors. Especially in light of these results, the department's efforts to create a welcoming and supportive environment during the intervening years are to be praised. These efforts continue, with AAH reconfiguring its physical space to add open gathering areas; creating a new onboarding process for graduate students (which the department plans to extend to new faculty); and considering a series of bi-semester professional development and community-building events.

Even as the department continues to work on creating a supportive environment, the ERC reports that "some faculty expressed some frustration with engagement and workload with the lion's share of duties and tasks falling on the same faculty through a process of nomination." This suggests a need to more equitably allocate service responsibilities, perhaps in consultation with offices on campus (such as the Office of Faculty Affairs) that can provide examples of effective models.

Unit Planning and Governance Structures and Processes

Based on its submissions, AAH seeks to be—and, in many ways, already is—a welcoming department that continues and expands its long tradition of excellence in research and creative work, supports student success (both at CU and beyond), and serves as a hub for connections across the CU campus community, scholars and artists nationally and internationally, as well as members of the broader public. The department hopes to hire faculty in a number of areas, including TTT faculty in Early Modern/Renaissance, 19th and 20th-Century European, American Architecture, and Photography History; a faculty member in Printmaking (whose status as a TTT or teaching professor is not specified); and a Chancellor's Postdoctoral Fellow in North American Indigenous Art History (who would be particularly crucial to unit's new PhD in Arts of the Americas; however, ARPAC would note that it is our understanding that such fellows are no longer envisioned as being hired into TTT positions at CU as part of this initiative). As noted above, the unit also envisions the possibility of a teaching professor hire serving as a coordinator for community building and similar activities for undergraduates. The unit also hopes to hire a printmaking technician.

The unit's overall vision seems quite promising, blending a concern for faculty excellence with an emphasis on student success, and emphasizing the department's capacity to serve (in the words of the ERC) as "a literal showcase of your institution to the community through exhibitions, public art, internship programs, and performance events that connect students to the local, as well as the national community." AAH has also instituted changes to enhance its capacity for collective planning, including shifting the focus of its annual retreat to discussions about larger topics relating to departmental priorities, and organizing a yearly check-in between programs and areas. Additionally, the unit has begun a conversation about developing a comprehensive, formal faculty hiring plan.

The ERC echoes the department's emphasis on the importance of faculty hiring, stating that "in order to maintain the current stature and reputation of the art and art history department, it is critical for the reputation of both the department and the campus to address faculty retirements. As the premiere arts program regionally and nationally faculty attrition will impact the stature of the Art & Art History department." At the same time, given the fiscal realities facing the Division of Arts and Humanities at CU Boulder, it seems unlikely that the department will be able to hire in the full range of areas envisioned above in the near future (at least without significant external fundraising

activities). This suggests that it would be important for the department's hiring plan to prioritize among different areas of need and identify which needs should be addressed by TTT hires and which by teaching professor hires; this also suggests that it would be beneficial for the dean of the Arts and Humanities to consult with AAH as it develops this plan to ensure alignment between departmental and divisional priorities.

According to the department's goal setting exercise, the AAH bylaws were updated two years ago, and the unit plans to pursue further revisions to "reflect long-term departmental aspirations, evolving practices, and fewer faculty and staff." However, the most recent date on the version of the bylaws that ARPAC received is 2011. This version and associated AAH policies and procedures address voting rights; faculty hiring procedures; annual merit review standards; reappointment, promotion and tenure criteria and procedures; and grievance procedures for faculty and staff. This version of the bylaws (along with associated AAH policies and procedures) does not outline a mentoring system for junior faculty, nor do these materials outline grievance procedures for students; the material ARPAC received also does not address reappointment and promotion standards for teaching faculty.

The chair is responsible for the department's overall administration, including the preparation of the budget, final salary recommendations, the arrangement of the teaching schedule, the assignment of duties to individual staff members, the recruitment of new staff members, the overall business affairs of the department, departmental meetings, representing the department (as needed), and serving as a channel of communication within, to, and for the department. The chair works closely with two associate chairs—one for the Art History Program and one for the Studio Arts Program—each of whom, per the version of the bylaws submitted to APRAC, serves as the director of graduate and undergraduate studies for their respective programs; each academic area also has a coordinator. The chair is further assisted by an executive committee, diversity committee, technology committee, grievance committee, scholarship committee, merit review committee, two Art History Program committees (curriculum and visiting scholars) and two Studio Art Program committees (curriculum and visiting artists). Each program and area develops its own plans, curriculum, policies, and procedures.

As noted above, the unit plans to further revise its bylaws. As it does so, governance issues to be addressed include:

- Ensuring that the department is operating according to the most recent version of the bylaws approved by the College of Arts and Sciences and vice chancellor and senior vice provost for faculty affairs. If changes instituted in recent years have not been officially approved, the unit should submit those revisions for review and approval.
- Addressing, either through bylaws revisions or other policies and procedures, issues that are not currently addressed in those materials, including grievance procedures for students; mentoring for junior faculty; reappointment and promotion standards for teaching faculty (this could also be an opportunity to address the department's goal of acknowledging the importance of research and creative work by teaching professors); and the equitable allocation of service responsibilities (as discussed above).

Support Needs

The department notes that one of its key goals is to "showcase faculty, staff, and student excellence through various platforms on social media. This goal was selected to increase the visibility of the work AAH faculty, staff, and students are doing—visibility both on and off campus."

The ERC goes further, writing (as noted above) that AAH “is a literal showcase of your institution to the community through exhibitions, public art, internship programs, and performance events that connect students to the local, as well as the national community...This presence is important as a model of the university’s creative excellence. With the recent announcement that the Sundance Film Festival will be moving to Boulder in 2027 you have an incredible opportunity to support collaborations between the departments of Art and Art History and Cinema Studies & Moving Image Arts.” This suggests a need not only to enhance communications within the department (as discussed earlier), but also to develop a more comprehensive communications strategy that would engage broader campus and external audiences. While much of this work will likely fall to the department itself, the potential for these communications to have a positive impact on the university’s reputation (and, potentially, its fundraising) suggests the importance of support from offices such as Advancement, Strategic Relations and Communications, Outreach and Community Engagement, and the Office for Public and Community Engaged Scholarship (which is in the process of being moved into Outreach and Community Engagement). Indeed, this support might serve as an example of how the university’s new “hub and spoke” model of community engagement can enhance existing departmental activities.

Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the Department of Art and Art History and to the offices of responsible administrators:

To the Unit:

1. Ensure that the department is operating according to the most recent approved version of its bylaws, while also continuing to revise those bylaws and associated policies and procedures and working with the College of Arts and Sciences (including the Associate Dean for Faculty Success and the Dean of Arts and Humanities) and the Office of Faculty Affairs (including the Vice Chancellor and Senior Vice Provost for Faculty Affairs and the Faculty Director for Faculty Policies & Procedures) to ensure that changes are reviewed and approved.
2. Formulate a five-year faculty hiring plan that prioritizes among different areas of need and determines which needs are best addressed through tenure-track hires, and which needs are best addressed through teaching faculty hires.
3. Work with the College of Arts and Sciences Assistant Dean of Administration to explore possibilities for revising staff roles, creating opportunities for professional advancement, and instituting an employee recognition program.
4. Continue to enhance undergraduate and graduate student success efforts.
5. Explore ways to continue the department's internship program (potentially in a revised form), including by working with the Dean of Arts and Humanities to identify possibilities for providing support (such as compensation) to faculty members who supervise this program.
6. Initiate a comprehensive and ongoing curricular review process that identifies and prioritizes among different needs, implements changes addressing those needs, and incorporates results of new yearly check-ins among departmental Areas and Programs.
7. Continue efforts to foster a welcoming and supportive atmosphere within the department, both by developing a mechanism to assess recent initiatives and by implementing new ones (as needed).
8. Develop a comprehensive communications strategy aimed at departmental, campus, and external audiences, identifying key goals (and metrics for success), implementing mechanisms for collecting and disseminating information, and working with campus offices that can support the outward-facing elements of this strategy (e.g., the College of Arts and Sciences, Advancement, Strategic Relations and Communications, Outreach and Community Engagement, the Office for Public and Community-Engaged Scholarship, etc.), especially in light of the university's new "hub and spoke" model of community outreach and developments such as the relocation of the Sundance Film Festival to Boulder.
9. Create a more formal mechanism for faculty mentorship, either by assigning mentors from within the department or (if this is not feasible, given existing workloads and limited resources) by creating

other opportunities for mentorship (e.g., accessing cross-departmental mentoring programs in the Office of Faculty Affairs, inviting some visiting scholars and artists to offer mentorship, etc.)

10. Take steps to more equitably allocate service roles and responsibilities, engaging (as needed) the College of Arts and Sciences Associate Dean for Faculty Success and others for support in identifying and implementing strategies for achieving this goal.

To the Dean of the Arts and Humanities:

11. Consult with AAH on the development of its hiring plan, identifying points of alignment between departmental and divisional priorities and potential sources of support.

12. Work with AAH to ensure that revisions to its bylaws are reviewed and approved.

13. Work with AAH to explore ways to continue the department's internship program (potentially in a revised form), including by identifying possibilities for providing support (such as compensation) to faculty members who supervise this program.

14. Facilitate connections between AAH and appropriate offices on campus (such as Advancement and Outreach and Community Engagement) that can support the department's public-facing activities, ensuring that AAH's work is represented in campus outreach and fundraising efforts, especially in light of the move of the Sundance Film Festival to Boulder.

15. Explore creating shared administrative support services for certain key functions for which individual units, especially smaller units, may not have staff personnel, e.g., graduate student administrative support, event support, budget and finance support, etc.

16. Emphasize and support the important role that AAH—and the creative, visual, and performing arts and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

To the Provost:

17. Emphasize and support the important role that AAH—and the creative, visual, and performing arts and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

Required Follow-up

The chair of the Department of Art and Art History shall submit two follow-up reports—one due on the first of April 2027 and one due on the first of April 2029. The follow-up reports shall focus on the implementation of the recommendations from ARPAC detailed herein. The dean of Arts and Humanities and the dean of the College of Arts and Sciences, as well as the provost and other relevant central campus leadership will also respond to all outstanding matters under their purview arising from this review year's recommendations. The dean of Arts and Humanities and the dean of the College of Arts and Sciences will submit one follow-up report due on May 1, 2028, while the provost and relevant central campus leaders will submit one follow-up report due on June 1, 2030.